

The telly never lies: Media representations

Strand

Time, Continuity and Change
Culture and Identity

Core learning outcomes

*Time,
Continuity
and Change*

TCC 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.

*Culture and
Identity*

CI 4.3 Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong.

CI 4.5 Students express how material and non-material aspects of groups influence personal identities.

Purpose and overview

Activities assist students to understand their own positions as members of a target audience by exploring media representations of social and cultural groups. Students explore the concept of belonging and group membership by analysing different images portrayed in the media. Construction of personal and group identities is investigated through an exploration of the material and non-material aspects of different groups.

Students are assisted to plan inquiries about media representations over time. Through a critique of information sources such as media programs, reports and advertising, students investigate evidence of stereotypes, 'silent voices', dominant images and representativeness.

Phases	Activities	Core learning outcomes	Assessment opportunities
1. Motivate interest	Students explore aspects of groups to which they and others belong. They explore the concept of 'stereotype' by considering their own and others' interpretations of representative images and comparing definitions from a variety of sources.	TCC 4.4 CI 4.5	Students discuss and identify aspects of groups to which they belong as evidence of demonstrations of CI 4.5. Students begin to critique information sources to note and compare positive and negative effects on different groups as evidence of demonstrations of TCC 4.4.
2. Explore perceptions	Students explore their own and others' perceptions about media images. They view, discuss and reflect on aspects of these images that relate to gender, age, ethnicity and ability.	TCC 4.4 CI 4.3	Students critique information sources showing the positive and negative effects that media images have on different groups as evidence of demonstrations of TCC 4.4. Students debate how media images reflect groups to which they belong as evidence of demonstrations of CI 4.3.
3. Frame, negotiate and identify issues and questions	Students frame and negotiate an investigation into media and identify questions.	CI 4.5	Students record responses on the KWL chart to provide evidence of demonstrations of CI 4.5.
4. Gather and analyse information	Students analyse information about media images.	TCC 4.4 CI 4.5	Students critique media advertisements to observe and note possible positive and negative effects on groups to which they belong as evidence of demonstrations of TCC 4.4. Students express how material and non-material aspects of groups influence personal identities as evidence of demonstrations of CI 4.5. Students critique information sources to show the positive and negative effects that issues such as political power, justice, equality and equity, self-determination and sovereignty have on different groups over time as evidence of demonstrations of TCC 4.4.
5. Conclude and review	Students review evidence and information and come to conclusions about media representations of social and cultural groups.	TCC 4.4 CI 4.3 CI 4.5	Students record conclusions about and review evidence of their learning about media representations by adding reflections to their KWL charts as evidence of demonstrations of TCC 4.4, CI 4.3 and/or CI 4.5.
6. Take action and reflect on the issue	Students take action by designing, planning and creating advertisements that use positive media images. They reflect on media representations of social and cultural groups by writing letters to television networks about their findings.	TCC 4.4 CI 4.3 CI 4.5	Students use positive media images to create their own advertisements for groups to which they belong as evidence of demonstrations of TCC 4.4, CI 4.3 and/or CI 4.5. Students use self-selected strategies to reflect on their learning and experiences as evidence of demonstrations of TCC 4.4, CI 4.3 and/or CI 4.5.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module outcomes map' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 4 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Using this module

Support materials and references

The social investigation strategy used to sequence activities in this module encourages students to explore and examine values, attitudes and beliefs towards social and environmental issues. Emphasis is placed on critical thinking and analysing information to identify possible biases, agendas and underlying assumptions. Refer to *Studying Society and Environment — A Handbook for Teachers* (Gilbert 1996) and *Inquiry Approaches in Primary Studies of Society and Environment Key Learning Area* available on the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information about this inquiry sequence.

Activities in this module focus on visual texts, such as those produced by the mass media, to promote an understanding of the process of meaning making that occurs when students interact with texts. Visual texts produced by the mass media are a major influence in students' socialisation and play a role in developing their ideas, attitudes and values.

By the upper primary years, students are interacting with an increasing range and complexity of texts. They are developing their own tastes and preferences as readers and viewers. Their viewing practices may appear to be intensive and rapidly changeable.

Visual texts and the meaning made from such texts is the result of a complex interaction between procedures, texts and audiences.

Factors affecting production of visual texts may include:

- laws and regulations
- finance and commerce
- industry and technology
- purposes — for example, to entertain, inform or persuade
- audience
- mode chosen.

Processes of production that may affect the meaning of texts include:

- selection
- combination
- manipulation of purpose and target audience.

Factors affecting reception — that is, the audience — include:

- cultural background
- personal history and experiences
- viewing purposes
- range of strategies for viewing.

Producers and audiences draw on the available meaning systems to create their own meanings. The production of a visual text involves selecting from the various codes, modes and conventions available and combining them in particular ways. This results in the selection of some available meanings and not others. New meanings are created in this way, so that every text is unique.

Support materials and references

Viewers are not passive recipients of messages, but draw on composite (even unrelated or contradictory) personal histories. Texts may be constructed in terms of a 'preferred reading' (reflecting the dominant power relationships of a society). Students need to be aware of the dominant meaning systems that are presented to them via visual text. Refer to Quinn, McMahon and Quinn (1997) for further information about this visual language framework.

Critical literacy

Use of critical literacy strategies assists students to investigate these 'dominant meaning systems' and consider how this may impact on their lives. Refer to *Critical Literacy Resource Pack* (Australian Association for the Teaching of English 1996) and *Critical Literacy in the Primary Classroom* (Simon 1997).

Television advertising

Views of the world, culture and identities shape and can be shaped by the constructions portrayed by television advertisements and our critical exploration of them. Many students have strong likes and dislikes in relation to their television viewing patterns and can easily validate the reasons for their preferences. Some students enjoy watching and discussing television advertisements. In this module students may investigate how television advertisements:

- are constructed
- target particular groups in the community
- represent the values and culture of dominant groups in society
- send explicit and implicit messages
- are persuasive in their use of language.

Background information

Terminology

In this module students may have opportunities to become familiar with and use the following terminology:

advertisement	identity	reception
agency	images	response to stimulus
agenda	interpretation	retrieval chart
attitudes	mass media	stereotype
beliefs	meaning making	target audience
bias	media	tokenistic
context	perception	values
cultural	point of view	viewing purpose
disempower	power	visual texts
dominant groups	production	

Media refers to all forms of still and moving images, words and sounds. Consult the *Years 1 to 10 The Arts Syllabus* and associated materials for information about media.

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Such policies may include those relating to use of media and technologies in the classroom and social justice principles that highlight issues regarding equitable participation by and respect for the diversity of cultural and social experiences of students.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- develop acceptance of, and respect for, the diversity of people and groups to which they and others belong
- examine and challenge representations of people from diverse circumstances, including the analysis of misconceptions and stereotypes.

Be sensitive to stereotypical images. The purpose of deconstructing stereotypes is to raise questions about the value judgments inherent in representations, the functions stereotypes serve and the possibilities of presenting alternatives.

Invite students to share their ideas, thoughts and feelings about media representations and how they may impact on their lives, but respect those students who may not wish to disclose their own thoughts, feelings or experiences.

When asking students to propose different endings to dilemmas or scenarios, focus on their understanding of the process of meaning making and assist them to recognise how their own experiences will affect the 'reading' of a text.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 2: *Our faces: Belonging and identities in Australia*
- Level 3: *Belonging: Group belonging and perceptions*
- Level 4: *Walk in my shoes: Cultural study*
- Level 4: *What's the case? Indigenous communities and rapid change*
- Level 4: *Influences on me: Global media and identity*
- Level 5: *Talkin' 'bout my generation: Youth cultures.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *The Arts* and *The Arts* modules include:

Level 4: *Getting personal: Biographies in and on the media*

- ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.
- ME 4.2 Students select media forms and apply technologies to construct and present media texts to target an audience.
- ME 4.3 Students analyse the media languages and technologies used by them and others to construct representations using generic conventions.

Refer to the *Years 1 to 10 The Arts Syllabus* and associated materials for further information about Level 4 core content regarding media languages, media technologies, audience, institutions and representations.

Possible links to *English*:

As the *Years 1 to 10 English Syllabus* and associated materials are currently in development, consult the Queensland School Curriculum Council website at www.qscq.qld.edu.au for further information.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Activities

Phase 1 Motivate interest

Core learning outcomes emphasis: TCC 4.4, CI 4.5

Students explore aspects of groups to which they and others belong. They explore the concept of 'stereotype' by considering their own and others' interpretations of representative images and comparing definitions from a variety of sources.

Teaching considerations

Some students may not be able to access particular magazines, catalogues, images and/or television programs and advertisements for religious, social and cultural reasons. Respect this diversity and ensure suitable resources are available.

Activity 1 Groups to which we and others belong

Ask students to list television programs that they currently watch in the first column of a table. Discuss these programs and ask students to add the groups that are represented to their table — for example, family, peer, friendship, school, recreational, special interest, religious, cultural. Discuss the features that identify these groups and ask students to add this information to their table.

Television program	Groups	Features that identify groups

Use the listed features to introduce and discuss material (music, artefacts, place, food, clothing, symbols) and non-material (behaviours, values, education, attitudes, traditions, beliefs, heritages, stories and norms) aspects of groups.

Ask students to list the groups they belong to and the material and non-material aspects of these groups. Discuss how these aspects of the groups influence their personal identities such as sense of self (learning style, personality, likes/dislikes and abilities/interests) and sense of belonging (feelings and behaviour).

Assessment

Students discuss and identify aspects of groups to which they belong as evidence of demonstrations of CI 4.5.

Activity 2 What do you think?

Explore the concept of 'stereotype' by asking students to describe how particular groups such as tourists and politicians are represented on television.

Discuss other sources of information that also depict groups in particular ways.

Explain and discuss the concept that stereotypical views originate from underlying value positions and may only represent one point of view. Discuss 'sameness'; positive and negative stereotypes; and those based on material and non-material aspects. Discuss 'silent voices' and 'completeness' associated with sources.

Assist students to define the term 'stereotype' through an investigation of various reference sources such as the Internet, dictionaries, glossaries and thesauruses. List these definitions and encourage students to make comparisons and note the similarities in key words in the various 'stereotype' descriptions.

Assessment

Students begin to critique information sources to note and compare positive and negative effects on different groups as evidence of demonstrations of TCC 4.4.

Phase 2 Explore perceptions

Core learning outcomes emphasis: TCC 4.4, CI 4.3

Students explore their own and others' perceptions about media images. They view, discuss and reflect on aspects of these images that relate to gender, age, ethnicity and ability.

Activity 3 What do we think?

Show students part of an episode of a television show that involves family members discussing a particular issue. Ask students to identify headings under which they could describe the relationships being demonstrated, the contextual situation and how the particular issue is regarded — for example, roles played by parents, children and other family members; attitudes of parents and children; ways in which problems are solved. With sensitivity, invite students to discuss how another family might react to the particular issue. Ensure that no judgments are made about personal sharing. This task assists students to consider and compare media representations of 'life' with their own experiences.

Assist students to analyse how television portrays or reports the activities of particular groups and discuss the positive effects and negative effects of such representations. Discussions may include representation of dominant culture/s and stereotyping.

Assessment

Students' critiques of information sources showing the positive and negative effects that media images have on different groups may provide evidence of demonstrations of TCC 4.4.

Activity 4 Consider this ...

Show the start of a scene from a television program that explores how young people solve a dilemma — for example, wanting to go out, making a special purchase.

Ask groups of students to roleplay how the situation might be resolved. View and discuss the solution presented in the television program. Discuss the differences between the students' resolution and the solution presented in the television program and whether the media in this instance has or has not represented their point of view in the solution. Explain how visual texts are constructed for a particular purpose and to appeal to certain groups. Assist students to identify dominant groups and dominant values represented in the television presentation. Ask students to suggest reasons for the dominance of certain representations and the exclusions of others — for example, targeting, audience appeal, image and commercial considerations.

Activity 5 That's debatable

Ask students to consider a series of images from television programs and/or advertisements that reflect a variety of groups to which they belong. Discuss and compare how these images reflect gender, age, ethnicity and ability issues. Consider questions relating to each aspect:

- **Gender:** Is there selective representation of gender roles? Why do you think this? What stereotypes relating to gender are represented in this image/s?
- **Age:** Do the images portray a negative image of young people? Why do you think that is? What marketing strategies do you think are being targeted at this age group? Why?
- **Ethnicity:** Is cultural representation in the images 'tokenistic' (that is, a superficial gesture intended to distract attention from the real issue)? Are the images representative of 'real life' — has a diversity of ethnic groups been portrayed? Why? Why not?
- **Disability:** Are individuals with a disability represented in the images? Why do you think this? Are the achievements of people with disabilities represented — such as in education, sport, the arts and entertainment industry? Why do you think this is?

Organise students into groups to debate the accuracy of the images. Questions to stimulate the debate may be based on the aspects identified above.

Assessment

Students' contributions to a debate about how media images reflect groups to which they belong may provide evidence of demonstrations of CI 4.3.

Phase 3 Frame, negotiate and identify issues and questions

Core learning outcomes emphasis: CI 4.5

Students frame and negotiate an investigation into print and/or electronic media advertising and identify questions.

Activity 6 Question time

In pairs, students brainstorm what they know and what they want to find out about media advertising. Guide discussion with questions such as:

- Who makes advertisements?
- How are they made?
- Who do you think they are made for?
- What laws govern the making, content and showing/publication of advertisements? How can we find out more about this?
- Which advertisements might appeal to students, young children, families, workers? Why?
- What are the dominant images? Why do you think this is?
- Are these representations accurate according to your experiences? How are they the same? How are they different?
- What groups are/are not represented in these adverts?
- What effects do you think this has on the personal identities of the groups that are represented/are not represented?

Resource 1

Collate students' responses on a class KWL chart (Resource 1). As the phases progress, the 'L' column (What I have learnt) can be added to.

Assist students to identify a topic and frame questions that will guide their investigation into print and/or electronic media advertising.

Phase 4 Gather and analyse information

Core learning outcomes emphasis: TCC 4.4, CI 4.5

Students analyse information about media images.

Activity 7 Now to an ad. break

Ask students to view various television advertisements in different timeslots over one week or provide a session where students can view selections of television advertisements. In pairs, students discuss the television advertisements and record a description about them. Ask students to discuss who the target audience might be and why they think this. Refer students to earlier discussions about different groups, their aspects and features (refer to Gilbert 1996 for sample questions that may be used to analyse sources).

Resource 2

Assist students to use a retrieval chart (Resource 2) to record information about the advertisements and target groups.

Activity 8 Bullseye!

Assist students to investigate their own age group as a target audience by constructing and conducting surveys that gather information about their friends' and peers' attitudes towards advertising. In groups, students negotiate questions and conduct their survey. Sample survey questions include:

- What is your favourite advertisement? Why?
- Would you buy the product advertised? Why?
- What influences your decisions about what to buy?
- What don't you like about advertisements? Why?
- What do you like about advertisements? Why?

Ask the groups to collate the results of their survey on large sheets of paper. Assist students to identify any emerging trends before reporting the results of their survey to the whole class. During reflective discussions, ask students to consider survey findings and add this information to their retrieval charts.

Activity 9 Spotlight

Teaching considerations

If necessary provide learning experiences that scaffold and highlight media core content and terminology (refer to the *Years 1 to 10 The Arts Syllabus* and associated materials).

Using the survey responses from the previous activity, ask students to focus attention on the products that might be targeted at them. They might compare this list with products specifically targeted at other groups, such as retired people or families. Students list their general likes — for example, television programs, leisure time pursuits, sports and clothes — and discuss the advertisements that might be geared towards those particular likes.

Discuss and compare this information with that gathered from the survey. Assist students to analyse this information considering languages, technologies, audience, institutions and representations and material and non-material aspects of groups. Discuss how such aspects influence students' personal identities.

Assist students to use strategic questions to discuss and analyse the stereotyping that may be evident in television advertisements. Viewing advertisements without sound is a strategy that could be used to observe. Discuss the effects stereotyping on the groups to which students belong.

Assessment

Students critique media advertisements to observe and note possible positive and negative effects on groups to which they belong as evidence of demonstrations of TCC 4.4.

Students express how material and non-material aspects of groups influence personal identities as evidence of demonstrations of CI 4.5.

Activity 10 Hidden stories

Negotiate topics that relate to how people and events from Australia's past have been portrayed in past and present media. Ask pairs/groups of students to collect, label and analyse images relating to a selected topic.

Support materials and references

The following resources may provide ideas for topics as well as primary and secondary source materials that can be used to explore the topics:

- *Year 5 Replacement Units Social Studies Sourcebook* (Queensland Department of Education 1995) includes a number of images such as:
 - Gleaners* (1883), Charles Martin Hardie, p. 42
 - Evicted* (1887), Blandford Fletcher, p. 42
 - Death of the Explorer* (circa 1850–57), George Lacy, England/Australia p. 85
 - Starting Out Kangaroo Hunting* (1884), Harriet Jane Neville-Rolfe, p. 81
 - Chinese Digger* (John Oxley Library), p. 152
 - Governor Davey's proclamation (front cover).
- *Our Century* video documentary episodes including 'Fun at Home', 'Eyewitness' and 'We Are Australian'.
- *Australian South Sea Islanders — Stories and Activities for Primary Schools* (AusAID and Department of Foreign Affairs and Trade 1997) includes visual texts about the historical and contemporary personal, social, economic, cultural and political contributions South Sea Islanders have made to Australia. One of the activities in the suggested activities section involves examining advertisements for evidence of these contributions.
- *Discovering Democracy Middle and Upper Primary Units* (Curriculum Corporation 1998) explores issues such as the media's role in the Freedom Rides in America and Australia in the early 1960s and includes popular artists' depictions of Australia and Australians over time.

- *A Photo on a Mantelpiece* (Lewis & Gurry 2001) includes images of Australian identity during World War I.
- *Gender Upfront: Strategies For a Gender Focus Across the Key Learning Areas* (Naylor 1997) includes information on masculinities and femininities as portrayed in Australia's past and present.

Use resources to discuss issues such as political power, social justice, equality and equity, self-determination and sovereignty.

Assist students to use the following focus questions to analyse the images:

Comprehension

- Who do you think took the photo or painted the picture?
- What is happening in the photograph/artist's impression?
- What natural, built and social features are evident in these representations?
- How does the action suggest where and when the photograph/artist's impression was taken/painted?

Analysis

- Why and for whose benefit do you think the photograph was taken or artwork painted?
- What do you think are the relationships between the people in the photograph/artist's impression?
- How are they positioned? What information does this give you?
- What may have happened just before or after the photograph/artist's impression was taken/painted?

Interpretation

- What do you know about the 'stories' in the photograph/artist's impression? How do you get this impression?

Values analysis and interpretation

- What 'stories' are not evident? Why do you think this is?

Evaluation

- Who might be missing and why?
- How would you compose this photograph/artist's impression to convey different meanings?

Critical thinking

- How would the images you create be similar to and/or different from the one observed?

Ask students to consider their learning and record reflections or submit ideas to be recorded on the class KWL chart.

Assessment

Students critique information sources to show the positive and negative effects that issues such as political power, justice, equality and equity, self-determination and sovereignty have on different groups over time as evidence of demonstrations of TCC 4.4.

Phase 5 Conclude and review

Core learning outcomes emphasis: TCC 4.4, CI 4.3, CI 4.5

Students review evidence and information and come to conclusions about media representations of social and cultural groups.

Activity 11 Looking back

Ask students to review the information they have gathered about media representations and think about what they have learnt and what information they may still want to find. Assist pairs or small groups of students to discuss and record this information on the class KWL chart. Questions to assist students with reflection may include:

- What positive and/or negative effects do you think media representations such as television advertising have had on the self-image of various groups of young people today?

- What positive and/or negative effects do you think media representations in the past, such as newspaper reports and posters during World War I and/or World War II, had on Australia's national identity at that time?
- In what ways do media images concerning gender, age, ethnicity and disability reflect the reality of the portrayed groups?
- What material and non-material aspects of groups influence personal identities, such as sense of self and sense of belonging?
- How does electronic advertising link these aspects of groups and influence personal identities?

Assessment Students record conclusions about and review evidence of their learning about media representation by adding reflections to their KWL charts as evidence of their demonstrations of TCC 4.4, CI 4.3 and/or CI 4.5.

Phase 6 Take action and reflect on the issue

Core learning outcomes emphasis TCC 4.4, CI 4.3, CI 4.5

Students take action by designing, planning and creating advertisements that use positive media images. They reflect on media representations of social and cultural groups by writing letters to television networks about their findings.

Activity 12 Lights, camera, action!

To enable students to understand and further appreciate the effects media representations have on different groups, set a design brief such as the following for students: Your task is to design and create a television advertisement that uses positive media images to reflect groups to which you belong. (Consult The Arts syllabus and associated materials for more information about media technologies and design briefs.)

Focuses for these advertisements may include fundraising for charities, women's contributions to sport, men's contributions to the arts, community service activities conducted by young people and forthcoming events of cultural and other entertainment groups in the local community.

Students research and investigate current media representations of this group before planning their advertisement. Media workers such as editors, designers, publishers and photographers may be invited to speak with the class on the processes and skills needed to undertake this activity.

Assessment Students use positive media images to create their own advertisements for groups to which they belong as evidence of demonstrations of TCC 4.4, CI 4.3 and/or CI 4.5.

Activity 13 Putting into focus

Assist students to reflect on their investigation into media representations by asking them to suggest how they could share their learning and experiences of designing and creating advertisements. Brainstorm and list these ideas and assist students to democratically vote and/or decide by consensus which strategies will be acted on.

Presentation ideas may include:

- displaying or performing advertisements in a public forum such as school assembly or community showcase
- discussing and sharing findings about media representations by writing letters to television networks, conducting debates, creating video presentations about the module activities or creating advertisements.

Ask students to consider their learning and record reflections or submit ideas to be recorded on class KWL chart.

Assessment Students use self-selected strategies to reflect on their learning and experiences as evidence of demonstrations of TCC 4.4, CI 4.3 and/or CI 4.5.

KWL chart

Resource 1

<p style="text-align: center;">K</p> <p style="text-align: center;">What we Know about media representations</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What we Want to know about media representations</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What we have Learnt about media representations</p>

Retrieval chart

Resource 2

<p>Justification for your selection of target audience (consider material and non-material aspects of groups)</p>	
<p>Target audience</p>	
<p>Appeal</p>	
<p>Advertisement</p>	

Support materials and references

AusAID and Department of Foreign Affairs and Trade 1997, *Australian South Sea Islanders — Stories and Activities for Primary Schools*, Education Queensland, Brisbane.

Australian Association for the Teaching of English 1996, *Critical Literacy Resource Pack*, Norwood, SA.

Gilbert, R. (ed.) 1996, *Studying Society and Environment — A Handbook for Teachers*, Macmillan Publishers Australia, South Yarra, Vic.

Kruse, D. 1997, *Identity — Images of Australia*, McGraw-Hill, Roseville, NSW.

Lewis, R. & Gurry, T. 2001, *A Photo on the Mantelpiece — Investigating the Life of a World War I Australian Soldier Through Evidence*, ANZAC Day Commemoration Committee of Queensland, Aspley, and Ryebuck Media, Malvern, Vic.

Millard, C. & Adams, P. (compiled by) 1997, *Texts: The Heart of the English Curriculum*, Department for Education and Children's Services, Adelaide.

Nayler, J. (ed.) 1997, *Gender Upfront: Strategies For a Gender Focus Across the Key Learning Areas*, Association of Women Educators, Caloundra, Qld.

Queensland Department of Education 1995, *Year 5 Social Studies Replacement Units 1 and 2*, Brisbane.

Quinn, R., McMahon, B. & Quinn, R. 1996, *Teaching, Viewing and Visual Texts Primary — English Curriculum and Teaching Program*, Curriculum Corporation, Carlton, Vic.

Quinn, R., McMahon, B. & Quinn, R. 1997, *Picture This: Reading Visual Language*, Curriculum Corporation, Carlton, Vic.

Rigby English Upper Primary C 1997, *The Media*, Rigby Heinemann, Port Melbourne, Vic.

Rushby, P. 1997, *Making a Television Commercial*, Rigby Heinemann, Port Melbourne, Vic.

Simon, E. 1997, *Critical Literacy in the Primary Classroom*, Macmillan Publishers, South Melbourne, Vic.

Videos

Our Century: including episodes 'Fun at Home', 'Eyewitness' and 'We Are Australian' (see Film Australia — contact details: Phone 02 9413 8777, fax 02 9416 9401 or email sales@filmaust.com.au)

Kits

Curriculum Corporation 1998, *Discovering Democracy Middle and Upper Primary Units*, Carlton South, Vic.

Websites

(All websites listed were last accessed in June 2002.)

The Business of Information. www.reuters.com/

Australian Children's Television Foundation. www.actf.com.au/

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

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